COLLEGE POLICIES AND PROCEDURES

SAFEGUARDING AND PREVENT POLICY

Designated Safeguarding Officers:

Jane Rowley	Director of Study Programmes (Senior Designated Person)	**Ext 205**
Jonathan Cotterall	Deputy Director of Study Programmes (Designated person)	**Ext 205**

Date of Policy	25/10/16	**Date policy to be reviewed**	10/2018
Policy written by	Safeguarding Officer	**Risk Register Area (s)**	A - H
Impact Assessed	LA	**Date Impact assessed**	10/2016
Policy approved by SLT	11/2016	**Governor Notification**	11/2016

Contents

1. Purpose of the Policy

This policy states the responsibilities of the College in relation to Safeguarding children and vulnerable adults, in response to current legislation and guidance.

2. Policy Statement

KGV College is committed to a positive policy of equal opportunity and strives to support students wherever possible. We wish to create an environment that is safe and welcoming to all students. In this, safeguarding is an essential element and we aim to promote a positive culture where students are able to learn and develop. We recognise that we have a duty of care to students and we will ensure that their wellbeing and health and safety is a priority.

To create a safe and secure environment for students we will;

- Operate a zero tolerance approach to weapons, drugs, alcohol and bullying, including cyber or electronic bullying, in all forms.
- Have clear procedures for following up issues of conduct for both staff and students e.g. KGV expectations, Staff Code of Conduct Policy etc.
- Continually review the safety and security in College though cross College groups e.g. Risk Management Group, Health and Safety Committee
- Ensure all staff, including volunteers, have appropriate CRB and other checks
- Staff, students and visitors will wear ID Badges at all times
- All contractors are required to wear ID badges at all times

All staff will be given up to date information on Safeguarding through;

- A clear induction programme, which includes Safeguarding e.g. Listen, Record & Report
- Taking part in appropriate Safeguarding Training
- Being made aware of the College's Policy and Procedures on Safeguarding
- Being offered other relevant suitable training / information, as and when appropriate
- Offer students counselling and/ or signpost external support, where appropriate
- Ensuring all governors and staff, including sub-contracted staff, have read at least **Part One** of Keeping children safe in education: Statutory guidance for schools and colleges (2016);
- Briefings on the process for making referrals to children's social care and for statutory assessments under the Children Act 19893 that may follow a referral, along with the role they might be expected to play in such assessments.

Safeguarding, in its broadest sense, will be promoted positively throughout College in a number of ways, including;

- Policy and Procedures available on College website for stakeholders, such as parents/guardians
- Progress sessions
- Every KGV Student Matters Cards – Listen, Record & Report steps for staff
- Student Induction
- Cross college activities
- Safeguarding within Learner Voice
- Information awareness raising days will be responsive to local and national trends
- Awareness raising posters

Students will be offered support through a number of mechanisms in College including;

- Considering the needs of the individual and responding as far as possible
- Additional Learning Support for students with learning difficulties/disabilities
- Counselling services
- Links developed with external agencies, including agencies linked to specific groups such as Youth Offending Service (YOS), Looked After Children (LAC) (including those leaving care), Mental Health Services etc
- Relevant Criminal Conviction (RCC) Risk Assessments – new/re-enrolling applicants
- Identification of young people who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years, with support from other agencies and professionals in an early help assessment.

The Senior Leadership Team (SLT) will oversee all aspects of Safeguarding within the College by;

- Meeting a minimum of once a week to review developments and monitor activities as appropriate
- Monitoring the volume and types of disclosures
- Updating and reviewing the Safeguarding Policy to meet changing demands and circumstances

3. Legal Framework

The Children Act 1989 places a duty on local authorities to investigate situations where a child is at risk of significant harm. Schools and Colleges have a legal obligation to work with investigating agencies acting on behalf of children in need.

Guidance was published in Safeguarding Children in Education (2004) which sets out the requirements to provide a safe learning environment, identify young people suffering, or likely to suffer, significant harm and take appropriate action in full partnership with other local agencies. It encompasses wider issues such as health, safety, drug/substance abuse and bullying as well as the contribution made to safeguarding in relation to individual children, and is underpinned by our common law duty of care.

The Safeguarding Children and Safer Recruitment in Education Guidance (January 2007) includes more specific guidance (including some statutory requirements) relating to the recruitment and vetting of staff, in the light of the Bichard enquiry into the Soham murders.

The responsibility for making sure appropriate arrangements are in place lies with the Governing body. Staff members are responsible for carrying out their duties in compliance with the arrangements set out by the Governing body in this policy.

KGV College is not an investigating agency. This function is carried out by local authority Children's Services, or other agencies with statutory powers. The Children Act 1989, and subsequent legislation and guidance, are concerned with the emotional, physical or sexual abuse or neglect of children, defined as under the age of 18 (see 'definitions' section for further details in appendix 3).

4. Monitoring and Review

Implementation of this policy will be monitored regularly through SLT and with meeting with the link Governor for Safeguarding.

5. Supporting Documentation

The following College documents give further guidance on the application of this policy:

- Anti Bullying and Harassment
- Physical Restraint Policy (Students)
- Health and Safety Policy and Procedures (Students)
- Bullying and Harassment Policy (Students)
- Anti-Bullying Leaflet for Students
- Complaints Leaflet for Students
- Mental Health Leaflet for Students
- Counselling Leaflet for students

This policy and related procedures are driven by the following legislation and guidance:

- 157 Prevent Toolkit
- Children Act 1989
- Children Act 2004
- Children's Plan 2007
- Colleges - National Minimum Standards (DoH 2002).
- Contest (The National Counter-Terrorism Strategy)
- Counter-Terrorism and Security Act 2015
- Dealing with allegations of abuse against teachers and other staff – Department for Education 2012
- DfES Safeguarding Children in Education
- Education Act 2011
- Employment 35/13-protected cautions and convictions further advice, AOC, July 2013

- Equality and Diversity Act 2010
- Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (DCSF 2009)
- Keeping Children Safe in Education September 2016 (Department for Education)
- NSPCC – Guidance on Child Protection Records
- Prevent Cloud Instructions and Guidelines
- Safeguarding Children and Safer Recruitment in Education (DfES 2010)
- Safeguarding children from forced marriages
- Safeguarding Vulnerable Groups Act 2006
- Safer Practice, Safer Learning (NIACE 2007)
- Sefton – A coordinated response to self-harm in children and young people 2008
- Sefton LSCB - Multi-Agency Threshold Pathway to Provision Handbook 2015
- The Protection of Children in England – the Government Response to Lord Laming, 2009
- Vetting and Barring Scheme – Update. Independent Safeguarding Authority, 2009
- Working Together to Safeguard Children (HM Government 2015)

6. Designated Team

The Principal will ensure that:

- Policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, particularly concerning referrals of cases of suspected abuse and neglect.
- Sufficient resources and time are allocated to enable the Designated Persons and other staff to be able to perform their duties.
- All staff and volunteers feel able to raise concerns about poor practice, and concerns are addressed sensitively and effectively in a timely manner.

The Chair of Governors

The Chair of Governors must satisfy himself or herself that the requirements, as set out in 'Keeping Children Safe in Education' (DfE September 2016) are fully complied with.

Senior Staff Members with responsibility for Safeguarding

The designated persons with responsibility for safeguarding children are:

Jane Rowley   Director of Study Programmes (Senior Designated Person)

Others qualified to deputise:

Jonathan Cotterall   Deputy Director of Study Programmes

The post holder has a duty to take lead responsibility for raising the awareness of staff of issues relating to the wellbeing of children, young people and vulnerable adults, and the promotion of a safe

environment for children, young people and vulnerable adults enrolled with the College, in respect of child and vulnerable adult protection

Designated Governor

The designated governor with specific responsibilities for safeguarding is Dr Vipin Trivedi. The designated governor is responsible for ensuring the College has policies and procedures in place, and will work with the senior designated person to ensure that Safeguarding is a high priority within the College. The designated governor reports on safeguarding and prevent to the governing body, as per the governing body's reporting cycle.

7. Responding to a disclosure or suspicion of abuse

See related Child Protection Policy and Procedures (Appendix 2 & 4).

8. Safeguarding students aged 16 and 17

These students are covered in law by the Children Act. This means that allegations or suspicions of abuse must be taken seriously by the College and acted upon according to the procedure.
Concerns or suspicions must be referred to a designated staff member even if the student's stated wishes are to the contrary, this can be done in person or by telephone and then followed up using the staff referral form (Appendix 1) and/ or an initial meeting with the designated person. The designated person will seek advice from the appropriate agency and agree any further action which may be necessary. This may include a formal referral.

Students aged 16 and 17 are encouraged to report the abuse, or give consent for a report to be made, to an investigating agency (usually the Children's Services in the area where the student lives). However, they should be made aware that it may be necessary to report the abuse even without their consent.

The following issues are relevant:
what are the wishes of the student?

- are younger siblings involved?
- is a criminal act being committed?
- is there risk of significant harm?

9. Safeguarding Students aged 18+

A vulnerable adult is a person aged 18 years or over who may be unable to take care of themselves or protect themselves from harm or exploitation. (See definitions in appendix 3 for further details)

10. Work Placements

Sefton Education Business Partnership vet and check all placements as part of their contract agreement with us as the link provider for work experience placements.

11. Confidentiality

A good working relationship between staff and students depends to a large extent on the establishment of trust. This may be described as a confidential relationship. **However, guarantees of absolute confidentiality should never be given. If a student discloses abuse to a member of staff, it is important that the boundaries of confidentiality and the need to pass on that information are explained to the student. It is often easier to explain to the student that you have a responsibility to pass on information on certain matters than to get into a situation where you break a perceived confidence.**

The College counsellor works to the British Association for Counselling and Psychotherapy Association for University and College Counselling ethical frameworks. This allows the counsellor to break confidentiality in exceptional circumstances, with or without their client's consent if necessary, where, in her/his professional judgement:

- there is a serious risk of the student harming themselves or being harmed
- there is a serious risk of another person being harmed
- there is a risk of a crime being committed/ a potential crime has been committed.

12. Safe Recruitment of Staff

The College follows good practice guidelines from Every Child Matters: Next Steps. The College policy is that all employees will receive an 'enhanced' disclosure and barring scheme (DBS) disclosure prior to employment. In the event of this not being received prior to the commencement of employment, a risk assessment will be undertaken by the relevant Course Leader to ensure as much as practical that there is no risk and the Principal will agree to this.

13. Allegations against staff

See related Child Protection Policy and Procedures (Appendix 2).

14. Support for staff

This policy document is available on the College website and internal intranet.

Where a member of staff finds a disclosure particularly distressing, they may wish to access the College Counselling Services, this can be done by contacting the Human Resources Department on 01704 530601 Ext 201.

The designated person(s) are available at all times for any staff who wish to discuss their concerns, staff will need to be mindful that the Safeguarding Team cannot, as with students, give absolute confidentiality to any disclosures.

15.Whistleblowing

The College's Whistleblowing Policy and Procedures 2016-17 are available via Human Resources

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Where a staff member feels unable to raise an issue with the College or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at - Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email: mhelp@nspcc.org.uk

16. Child protection policy and procedures

(NB: for the purposes of the Children Act 1989, students are regarded as children until the age of 19)

Policy Statement

KGV College is committed to meeting its statutory requirements to promote and safeguard the welfare of its learners who are under the age of 19 and of its vulnerable adults by complying with the Children Act 1989, the Children Act 2004 and the Education Act 2002 (Section 175). This includes helping to protect students from situations in which they are abused through neglect, physical injury, sexually, emotionally or psychologically.

We will:

- Establish a safe learning environment in which all students can learn and develop and feel able to disclose abuse;

- Practise safe staff recruitment procedures built around DBS checks;
- Ensure that all staff receive appropriate Child Protection training and understand the policy and guidelines;
- Help to equip learners with information and awareness to keep themselves safe;
- Maintain clear procedures to identify and report suspected cases of abuse. All staff will be made aware of these procedures and trained in their use;
- Appoint the Chair of Governors as the designated Governor for safeguarding and Child Protection
- Provide appropriate support to learners who have been abused;
- Report to Governors on Child Protection issues and vulnerable students each year in the Autumn Term;
- Keep Child Protection records securely until 6 years after the student reaches the age of 18.

Introduction It is important that children are protected from abuse. All complaints, allegations or suspicions must be taken seriously. Staff should be sensitive to different cultural needs. This procedure must be followed whenever an **allegation** is made that a student has been abused or when there is a **suspicion** that a student has been abused. Promises of **confidentiality** must not be given as the matter may develop in such a way that these cannot be honoured.

If the complainant is the student him/herself, **questions** should be kept to a minimum necessary to understand what is being alleged and leading questions should be avoided. The use of leading questions can cause problems for the subsequent investigation and any court proceedings.

A full **record** shall be made as soon as possible of the nature of the allegation and other relevant information. Records will be kept for 6 years after the age of 18.

In short, **'LISTEN' 'RECORD' 'REPORT'.** Capture the concern and pass it on to the designated member of staff for Safeguarding. We are **not** investigators.

Some students with **Learning Difficulties/Disabilities** (LDD) may need different treatment to other students (e.g. in the way their physical/mental condition might mask possible abuse). Particular attention may have to be given to LDD students with speech impediments as these can make communication difficult.

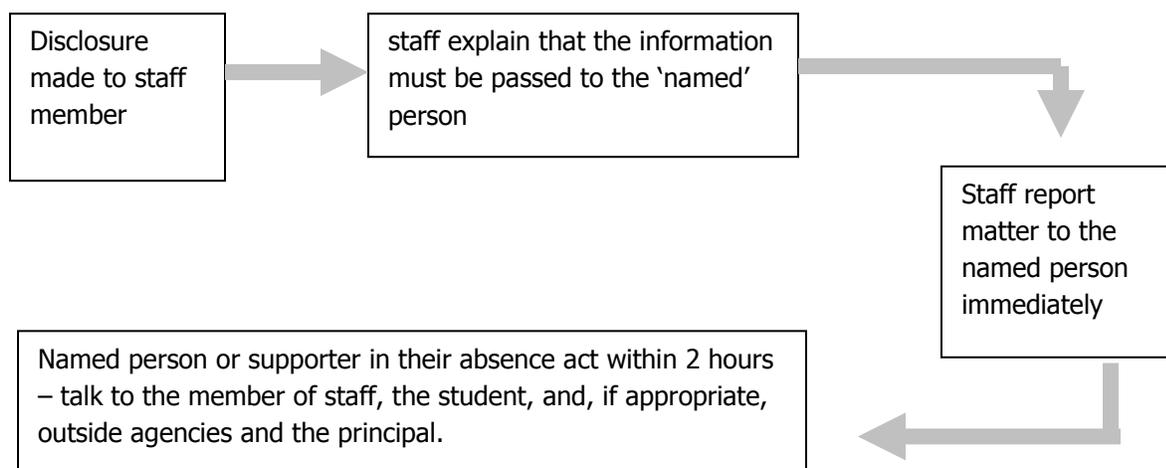**Nominated (named) Members of Staff**

The nominated (named) member of staff with responsibility for child safeguarding/ protection is Jane Rowley, Director of Study Programmes.

In her absence, the following are qualified to record concerns:

Jonathan Cotterall	Deputy Director of Study Programmes	**Ext 205**

Responding to an Allegation

CHILD PROTECTION PROCEDURES

Disclosure made to staff member	→	staff explain that the information must be passed to the 'named' person	→

Staff report matter to the named person immediately

Named person or supporter in their absence act within 2 hours – talk to the member of staff, the student, and, if appropriate, outside agencies and the principal.

Any suspicion, allegation or incident of abuse must be **reported** to the nominated (named) member of staff with responsibility for child protection as soon as possible and ideally **within 2 hours**.

This member of staff must report the matter to the relevant local **Children's Services Department** whether or not the student feels that this action is justified in the particular circumstances of the case.

If a **teacher**, in the course of their work in the profession, discovers that an act of **Female Genital Mutilation** appears to have been carried out on a girl under the age of 18, the *teacher* must report this to the police. Safeguarding staff can provide support to the teacher in such instances.

Sefton Social Care Customer access Team – 0151 934 3737

West Lancashire Assessment Team – 01695 651200

This member of staff shall telephone and report the matter to the local Children's Services Department duty social worker (or other such person as required by local procedures e.g. the initial assessment team in West Lancashire). A **written record** of the date and time of the report shall be made and the report must include the name and position of the person to whom the matter is reported.

The nominated (named) member of staff should discuss with the Children's Services Department what **action** will be taken to inform the parents of the student and a note of that conversation should be made.

Students who are temporarily rendered **homeless**, must be found safe accommodation. Staff should immediately take them to see the Alison Wiggins (Student Services Officer) or Director of Student Services who will contact the necessary agencies.

If the nominated (named) members of staff cannot be contacted within 2 hours of the initial concern arising, the person making the report must **report** the matter to the local Social Services Department duty social worker and notify the nominated member of staff as soon as possible about the action taken.

The nominated (named) member of staff should notify the **College Principal** as soon as practicable and in any event, within 24 hours of the initial concern arising.

Allegations About Members of Staff

Any suspicion, allegation or actual abuse of a student by a member of staff must be reported to the nominated person and/or the College Principal as soon as possible. If the disclosure is made to the nominated person, the Principal must be informed.

On being notified of any such matter, the nominated member of staff or Principal shall:

- Take steps considered as necessary to ensure the safety of the student in question and any other student who might be at risk;
- Report the matter to the local Children's Services Department in accordance with the procedures outlined above; and
- Ensure that a report of the matter is completed by the person who reported the original concern.

If a nominated member of staff is the subject of the allegation or complaint, the matter must be reported to the College Principal.

An allegation or complaint against the College Principal, should, in accordance with the college's grievance procedure, be taken to the Chair of the Corporation by the senior post holder with Safeguarding responsibility.

Written Records

The College shall retain a copy of:

- The report in word document format;
- Any notes, memoranda, or correspondence relating to the matter; and
- Any other relevant material.
- **If the designated person is dissatisfied with the response from any children's service, please log any relevant reported incident with the relevant police force.**

- **Police telephone numbers:**
- Sefton Call Centre: 0151 777 3838
- West Lancashire: 01695 724101
- North Liverpool: 0151 777 4545
- St Helens and Knowsley: 0151 777 6969

Copies of reports, notes etc should be kept securely in the password protected Safeguarding area on P drive and will be stored for 6 years after the student reaches the age of 18.

17. Prevent.

Disclosures regarding students and staff who display or espouse values contrary to the accepted British values of the rule of law, democracy, individual liberty and respect and tolerance, should follow the same process of recording and reporting to the designated person. **Extremism is defined as:**

"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas."

In instances where the designated person is informed of an individual's or group's potential for extremism and radicalisation, the designated person will refer the concern and information to:

Merseyside Police's prevent section:

Declan Sammin - 0151 777 8150

Mobile: 07738 690 834

Twitter: @merpolprevent

Email: 8273@merseyside.pnn.police.uk

Sefton referral form: https://sefton.gov.uk/schools-learning/attendance-and-welfare/prevent-duty-guidance-for-schools-and-child-care-providers-settings.aspx

Preventing violent extremism.

College staff are the 'front line' – able to identify early signs

Our duty, as of 1st July 2015 includes:

External Speakers and Events

In order to comply with the duty all further education institutions should have policies and procedures in place for the management of events held on their premises. The policies should apply to all staff, students and visitors and clearly set out what is required for any event to proceed.

Every institution clearly needs to balance its legal duties in terms of both ensuring freedom of speech and also protecting student and staff welfare. Encouragement of terrorism and inviting support for a proscribed terrorist organisation are both criminal offences. Institutions should not provide a platform for these offences to be committed.

Furthermore, when deciding whether or not to host a particular speaker, institutions should consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups.

In these circumstances the event should not be allowed to proceed except where institutions are entirely convinced that such risk can be fully mitigated without cancellation of the event. This includes ensuring that, where any event is being allowed to proceed, speakers with extremist views that could draw people into terrorism are challenged with opposing views as part of that same event, rather than in a separate forum. **Where institutions are in any doubt that the risk cannot be fully mitigated they should exercise caution and not allow the event to proceed.**

We require a system for assessing and rating risks associated with any planned events, which provides evidence to suggest whether an event should proceed, be cancelled or whether action is required to mitigate any risk. There should also be a mechanism in place for assessing the risks associated with any events which are college affiliated, funded or branded but which take place off their premises and for taking swift and appropriate action as outlined in the above paragraph.

We also need to demonstrate that staff involved in the physical security of the estate have an awareness of the Prevent duty.

Where appropriate and legal to do so, an institution should also have procedures in place for the sharing of information about speakers with other institutions and partners.

Radicalised students

Radicalised students can also act as a focal point for further radicalisation through personal contact with fellow students and through their social media activity. Where radicalisation happens off campus, the student concerned may well share his or her issues with other students. Changes in behaviour and outlook may be visible to staff. Much of the guidance therefore addresses the need for us **to self-assess and identify the level of risk, ensure all staff have access to training, and that there is welfare support for students and effective IT policies in place which ensure that these signs can be recognised and responded to appropriately.**

Partnership

In complying with this duty we would expect active engagement from governors, boards, principals, managers and leaders with other partners including:

- Police
- BIS regional higher and further education Prevent co-ordinators (details of BIS Prevent co-ordinators can be found at www.safecampuscommunities.ac.uk).
- Engage and consult students on our plans for implementing the duty.
- Have a single point of contact for operational delivery of Prevent-related activity.

Risk assessment

Each institution should carry out a risk assessment which assesses where and how students or staff may be at risk of being drawn into terrorism. These policies and procedures should convince us and government that we can identify and support these individuals at risk.

The risk assessment must look at institutional policies regarding the campus and student welfare, including equality and diversity, and the safety and welfare of students and staff. The risk assessment should address the physical management of the institution's estate, including policies and procedures for events held by staff, students or visitors, and relationships with external bodies and community groups who may use premises, or work in partnership with the institution.

We must have clear and visible policies and procedures for managing whistleblowing and complaints. In England, if an individual feels that their complaint has not been taken seriously by the college or provider they can raise it with the EFA. This is currently the signpost in our complaints procedure.

Staff Training

We must undertake appropriate training and development for the principal, governors, leaders and staff. **This will enable teachers and others supporting delivery of the curriculum to use opportunities in learning to educate and challenge. It will also allow leaders and teachers to exemplify British values in their management, teaching and through general behaviours in institutions**, including through opportunities in the curriculum. We expect institutions to encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

Members of staff should have an understanding of the factors that make people vulnerable to being drawn into terrorism and to challenge extremist ideas which are used by terrorist groups and can purport to legitimise terrorist activity. Such staff should have sufficient training to be able to recognise this vulnerability and be aware of what action to take in response. This will include an understanding of when to make referrals to the Channel programme and where to get additional advice and support.

We also to have clear and widely available policies for the use of prayer rooms and other faith-related facilities. These policies should outline structures in place for managing prayer and faith facilities (for example an oversight committee) and mechanisms for managing any issues arising from the use of the facilities.

IT policies

The use of their IT equipment. Whilst all institutions will have policies around general usage, covering what is and is not permissible, we would expect that all policies and procedures will contain specific reference to the duty. To use filtering as a means of restricting access to harmful content, and should consider the use of filters as part of their overall strategy to prevent people from being drawn into terrorism.

Clear policies must be in place for students and staff using IT equipment to research terrorism and counter terrorism in the course of their learning.- Joint Information Systems Committee(JISC) guidance and safeguards are in place in college

Monitoring and enforcement

Safeguarding is inspected as part of the leadership and management judgement. Where Ofsted finds a college inadequate, intervention action would be taken – the Sixth Form College Commissioner making an immediate assessment. This could lead to governance and leadership change, restructuring or even dissolution under the Secretary of State's reserve powers.

Key terms for reference:

CONTEST – this has four strands:

Prevent (the long term strategy/ solution)

Protect (checking materials are secure)

Prepare (designing buildings to be safe etc.)

Pursue (investigating and chasing offenders)

CHANNEL – support for vulnerable individuals at risk of radicalisation. Those referred have to be **engaged, have intent and capability.**

Appendix 1

<u>Staff Safeguarding Referral Form</u>

Student Details:

You need to include full name, date of birth and course

[ ]

Statement of Safeguarding Concerns:

Please provide description of incidents/conversations and dates they occurred, plus anything you have witnessed first-hand.

[ ]

Does the student know this referral is being made?   Yes / No

Have you spoken to the student surrounding these concerns?   Yes / No

Have you had any previous concerns about this student, or are you aware of anybody else who does? Please give details:

If a disclosure if made to you, please ensure that all notes taken are passed to a Safeguarding Officer, no copies of these notes should be kept.

Once completed please return form to a Safeguarding Officer.

Report completed by: ....

Date: ....

Appendix 2

What Staff should do if they receive a disclosure or have concerns regarding Child Protection:

- ✓ **Listen to the student, record what they disclose and report to a Safeguarding Officer/ senior designated person.**
- ✓ **Jane Rowley, Director of Student Services is the College's primary designated child protection/ safeguarding officer. However, others are qualified to deputise in her absence.**
- ✓ **In the first instance, please refer any possible issue and/ or disclosure to an appropriate designated person – usually the senior designated person (J.Rowley). In the his absence refer to a member of SLT, or Jonathan Cotterall (Progress Manager)**
- ✓ **The Safeguarding Officer will assess the disclosure/ concern(s) and report any relevant issues to the appropriate Children's Services authorities/ other relevant external agencies e.g. police**
- ✓ **The Safeguarding Officer records the details of any referral in a log in a password protected area of the college's P drive – only designated Safeguarding Officers can access this area to protect potentially sensitive data/ information**
- ✓ **For designated person reference, the contacts for our students' two main Children's services are outlined below**

Sefton Postcode Students:

Contact: Social Care Customer Access Team (SCCAT) on - **0151 934 3737**

Information from this call is forwarded to the appropriate social work team; they will call back, usually with the hour.

Through working closely with our partners in the local authority we also have a very useful contact in:

Cathy Brown – employability worker for leaving care team – she is responsible for Looked After Children until they are 21. She can also find out if any student has a key worker. Cathy will initiate contact with the relevant worker, if we need to ask questions etc, about a specific student.

Tel: 0151 934 3834 (direct line)

Catherine.brown@cs.sefton.gov.uk

West Lancashire Students:

01695 651200 – to get through to the initial assessment team. They usually expect a CAF (Common Assessment Framework) document to be completed – a blank copy of this document is available in P:\Staff\Safeguarding\201112, entitled New Lancashire CAF. (See below for further guidance on referrals)

See below Lancashire County Council Guidance as of 22nd March 2012, taken from Lancashire's Website:

"4.   Receiving Referrals that Include Concerns of Significant Harm

4.1	Where the referral includes concerns of Significant Harm, it can be accepted without the consent of a parent or the child (who is Fraser Competent).
4.2	As such referrals may demand an urgent response, partner agencies are not required to use the CAF Form. However, they are expected to follow up a verbal referral with a completed form within 48 hours. The Customer Support Officer should remind the referrer of this requirement. Note: Where the Customer Support Officer is uncertain about how to categorise a referral, they should promptly seek advice from the Duty Manager Children's Team, Care Connect.
4.3	The Customer Support Officer should check ISSIS, to learn the status of the child and other members of the household, i.e. not previously known, previously known but now closed, currently receiving services, previous or current child protection concerns, including whether the child is subject to a Child Protection Plan. The Customer Support Officer should enter the referral onto the database by completing an electronic Referral and Information Record.
4.4	Referrers should be asked specifically if they hold any information about difficulties being experienced by the family/household due to domestic abuse, mental illness, substance misuse, and/or learning difficulties.
4.5	The Customer Support Officer should immediately telephone the responsible Duty Manager or team duty social worker to inform them of the referral, forward the details to them electronically and confirm that they have been received.

5.   Timescale for Decision about Response within 1 Working Day

There is an expectation that within one working day of a referral being received or new information being received about an open case, there will be a decision about what response is required.

6.   Decision Making and Action on Referrals

6.1	The Children's Team, Care Connect Manager is responsible for making the response decision within one working day and ensuring that the referrer is informed of that response. (NB If the referrer does not receive a response within 3 working days, he or she will contact the Children's Team again). This decision will be based on: The information in the referral: • Information from other agencies where there are concerns about significant harm; • Where practicable and appropriate, discussion with the referrer; • Lancashire's Continuum of Children in Need; • Services available without an assessment and • Previous information about the child and/or family from past papers.
6.2	Support services staff should provide the Line Manager with any past records.
6.3	The Children's Team, Care Connect Manager should be satisfied that the referral is appropriate, i.e. that it is a request for services to be provided by Children's Social Care in respect of a child who may be a Child in Need and that, except in referrals that include concerns of Significant Harm, a parent and the competent child have consented to the referral being made.
6.4	If consent has not been secured, and the referral does not appear to include concerns of Significant Harm, the Children's Team, Care Connect Manager should contact the Customer Support Officer and, if necessary, the referrer, to discuss the omission. If, following this discussion, the Children's Team, Care Connect Manager concludes that the referral cannot be accepted without consent, s/he should ensure that the referrer is informed and the ISSIS record is amended accordingly.
6.5	Otherwise, the decision of Children's Team, Care Connect Manager will be among the following:

	- No further action; - Contact Record; - Provision of information and advice; - Referral or signposting to other agencies or teams, including for a CAF where the threshold for Children's Social Care has not been met; - Initial Assessment.
6.6	The Children's Team, Care Connect Manager should record this decision on the Referral and Information Record and ensure that the referrer is informed of their decision and its rationale within 7 working days.
6.7	Where a referral from a partner agency raises concerns about Significant Harm, the referral will be acknowledged within one working day.
6.8	Where the referral concerns a case that was closed within the last three months, the Children's Team, Care Connect Manager should forward the referral to the leader of the team in which it was last open.
6.9	Where it is a request for a review of a Residence Order Allowance or Special Guardianship Allowance, the Children's Team, Care Connect Manager should forward it to the relevant Initial Assessment Team Manager for action.
6.10	Where the referral concerns a child who meets the threshold for Initial Assessment by the S.E.N.D. Team, the Children's Team, Care Connect Manager should forward the referral immediately to the S.E.N.D. Team Manager. For a full explanation of the criteria, see SEND Team Procedure.
6.11	If the referral is a request for a Section 7 Report, the Children's Team, Care Connect Manager should forward it to the relevant Initial Assessment Team Manager.
6.12	However, if the referral is a request for a Section 37 Report, it should be dealt with by the Initial Assessment Team.

7.   Immediate Action

7.1	Where the Children's Team, Care Connect Manager is satisfied that there are concerns of Significant Harm, an Initial Assessment will be required. However, in such circumstances, the Initial Assessment may consist of little more than the clarification of the referral and a record check and be completed very promptly, before the Lancashire Safeguarding Children Procedures are initiated with a Strategy Discussion.
7.2	Under no circumstances should any essential emergency action to safeguard a child or urgent medical treatment be delayed pending the conclusion of an assessment.

8.   Concerns that a Crime may have been Committed

8.1	Where any referral, or new information on an open case, indicates that a crime may have been committed, the case should always be discussed with the police at the earliest opportunity. Any decision not to inform the police must be approved by a Line Manager and recorded.
8.2	Specific guidance in relation to under age sexual activity is contained in Working with Sexually Active Young People under the age of 18 Protocol."

Appendix 3

Definitions:

Child - in accordance with The Children Act 1989, and therefore in accordance with law, the College shall regard any young person below the age of 18 as a child.

Child abuse - may be physical, sexual or emotional abuse, or neglect

Designated person(s) - the staff member(s) designated by the Principal as having responsibility for liaising with the investigating agencies.

Domestic Violence - also known as domestic abuse, is defined as:

"An incident or a pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse. It concerns people aged 16 or over who are or have been intimate partners or family members and it can happen regardless of a person's gender or sexuality".

[Home Office: 24th March 2015 Domestic Violence]

Domestic violence can include, but is not limited to, the following types of abuse: psychological, emotional, physical, sexual and financial. It also includes what is known as **'honour' based violence, female genital mutilation (FGM)** and **forced marriage** (see below).

Domestic violence affects people of every class, gender, wealth, geography, age, race, disability and sexuality. The violence can begin at any stage of a relationship and may continue after a relationship has ended. Domestic violence is a pattern of controlling and aggressive behaviour that is intentional and calculated to exercise power and control within a relationship.

If a student discloses they are in an abusive relationship, we have a duty to offer them support, and /or find the relevant organisation that may be able to help them. If the student is an adult it is important to establish if they have children under 18. If the victim does have young children a referral may need to be made to Children's Social Care, ideally with consent from the parent.

Forced Marriage - where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. Forced Marriage is different from, and should not be confused with, arranged marriage. A student who feels they are likely to be forced to

marry someone they do not wish to marry is often experiencing some form of abuse such as physical, psychological, financial, sexual or emotional pressure e.g. being made to feel like they are bringing shame on their family.

Confidentiality is *extremely* important in these circumstances. If there are concerns that a student is in danger of a forced marriage the Safeguarding team will follow government guidelines and will contact the Forced Marriage Unit. Forced marriage is illegal in the UK. The student's family should not under any circumstances be contacted without consultation with the Safeguarding Officer and student.

Honour Based Violence – *"a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community"* (Crown Prosecution Service). It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditions and beliefs of their culture. For example, honour based violence might be committed against people who:

- want to get out of an arranged or forced marriage
- become involved with a boyfriend or girlfriend from a different culture or religion
- wear clothes or take part in activities that might not be considered traditional within a particular culture

The term 'honour based crime' covers any criminal offence that is driven by a mistaken desire to protect the cultural or traditional beliefs of a family or community. It may or may not involve violence. It can include:

- personal attacks of any kind, including physical and sexual violence
- forced marriage
- forced repatriation (sending someone back to their country of origin without their consent)
- written or verbal threats or insults
- threatening or abusive phone calls, emails and messages

Female Genital Mutilation – FGM refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. FGM is usually carried out on young girls between infancy and the age of 15, most commonly before puberty starts. All staff have a duty to act to safeguard girls at risk of FGM. The risk to girls and young women increases where a relative has undergone FGM and victims are most likely to come from a community that is known to practice FGM. Girls at risk of FGM may not yet be aware of the practice or that it may happen to them, so sensitivity should always be shown when approaching the subject.

FGM is illegal in the UK. It is also illegal to arrange for a child to be taken abroad for FGM. Staff need to remain vigilant when potentially vulnerable females report that they are going abroad or return from trips abroad, and should look out for signs such as uncomfortableness when sitting, or needing to use the toilet more frequently. If a teacher, in the course of their work, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. The safeguarding team will support them in making the referral.

Note: Care should be taken not to approach the family or attempt to mediate if forced marriage, honour-based violence or FGM is suspected.

Radicalisation – vulnerable individuals being targeted for recruitment into extremism. Protecting individuals from the risk of radicalisation is similar in nature to protecting them from other forms of harm and abuse. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific factors may contribute to vulnerability which are often combined with influences such as family, friends or the internet, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular is a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Emotional abuse - emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Age or developmentally inappropriate expectations being imposed on children, causing children frequently to feel frightened, or the exploitation or corruption of children will also constitute emotional abuse. This may also include overprotection and limitation of exploration and learning, or participating in normal social interaction. It can include seeing or hearing ill treatment of another person. It may include serious bullying, including cyber-bullying. It may include not giving the child opportunities to express their views, deliberately silencing them, or making fun of what they say or how they communicate.

Neglect - neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development such as failing to provide adequate food, shelter and clothing, medical care or treatment or neglect of, or unresponsiveness to, a child's basic emotional/physical needs. It can include not protecting a child from emotional harm or danger. Victims of neglect often suffer other types of abuse. Neglect may occur if a parent becomes physically or mentally unable to care for a child or where they have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

Physical abuse - actual or likely physical injury to a child, or failure to prevent injury may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Physical harm may also be caused when a parent or carer feigns symptoms of, or deliberately causes, ill health to a child they are looking after.

Risk to self and/or others – This may include but is not exclusive to self-harm, suicidal tendencies or potential risk of harming others, which may or may not include children. This may be as a consequence of an individual experiencing a significant level of personal, emotional trauma and/or stress.

Safeguarding - includes promotion of health and well-being as well as protection of specific individuals

Significant harm - ill treatment or the impairment of health or development (compared with the health or development which might be expected of a similar child)

Sexual abuse - Involving forcing or enticement to take part in sexual activities, including prostitution, whether or not the individual is aware of what is happening. Activities may involve physical contact including penetration or non-penetrative acts. For example it could include a child/vulnerable adult looking at or being involved in the production of/watching sexual online images, or watching sexual activities, or encouragement to behave in sexually inappropriate ways and can include grooming in preparation for abuse. Many young people who are victims of sexual abuse do not recognise themselves as such. They may not understand what is happening or even understand that it is wrong. It is recognised that sexual abuse can take place within a relationship whether heterosexual or same sex, or outside of a relationship. It can include rape and sexual assault or sexual acts to which a vulnerable adult/child has not consented, could not consent to or was pressured into consenting to. This may also include the use of new technologies, for example sexting (see below). Sexual abuse is not solely perpetrated by adult males; women and children can commit acts of sexual abuse too.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts or relationships where young people (or a third person/s) receive 'something': (e.g. accommodation, drugs, alcohol, cigarettes, food, affection, gifts, money) as a result of them performing, and/or another/others performing sexual activities on them. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; e.g. being persuaded to post sexual images on the Internet or send photos by text without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships often being characterised by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Sexting - generally refers to the sending of sexually explicit images via text, email, or through social networking sites. For example, this could be a photograph of a young woman in a state of undress or a boy exposing himself. 'Sexting' is commonplace amongst young people. Many young people do not see 'sexting' as a problem and are often reluctant to talk to adults about it because they are afraid of being judged or having their phones taken away. It may be common but 'sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission. Young people (under 18) texting intimate pictures of themselves via social media are committing a criminal offence (distribution of child pornography) and can face police action, even if their actions are entirely voluntary.

If there are reasonable grounds to suspect that a child is suffering or is likely to suffer Significant Harm, a Section 47 Enquiry and Core Assessment are initiated. This normally occurs after an Initial Assessment and a Strategy Discussion.

Section 47 Enquiries are usually conducted by a social worker, jointly with the Police, and must be completed within 15 days of a Strategy Discussion. Where concerns are substantiated and the child is judged to be at continued risk of Significant Harm, a Child Protection Conference should be convened.

Student – the term student for this policy covers students of the College. The policy also covers those students who are on placement as part of their course. In addition, it covers students visiting the College or on taster programmes.

Vulnerable Adult – is a person aged 18 or over who may be in need of community care services by reason of mental or other disability, age or illness and who is, or may be unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation. Vulnerability can apply to a wide range of disabilities and situations including those adults at risk owing to their caring role or family responsibilities, the old and frail. It can include those who are vulnerable due to other circumstances such as being an asylum seeker. In addition it can include those under a probation order or those who may be experiencing problems due to alcohol or drugs.

However, it is recognised that children acquire degrees of legal capacity (for example, the ability to give informed consent) and maturity prior to their 18th birthday, and also that there are adults over 18 who continue to be vulnerable due to a learning difficulty and/or disability.

Prevent Referral and Assessment Form

Person making referral: …………………………………………..

Contact number: ……………………………………………

Subject's Surname		**Forename(s)**	
D.O.B & Place of birth		**Male/Female**	
Address			
Tel No(s) Mobile		**Email**	
School or Employment			

Reason for referral

Household composition

Name	**D.O.B**	**Gender**	**Relationship to subject**

Other Significant Adults

Name	D.O.B	Gender	Address	Relationship

Agencies Involved	Contact	Telephone	Email

Assessment: Please complete the following, alternatively you may attach a completed CAF or ASSET or APIR

Family History, functioning and well-being

(Illness, bereavement, violence, drug use, criminality, relationship breakdown)

Participation in learning, education and employment

(Attendance and achievement, personal and social development)

Health

(Physical and mental well-being. The impact of genetic factors and of any impairment need to be considered)

Emotional/Social Development

(Confidence, psychological difficulties, coping with stress, adaptation to change)

Identity, Self Esteem, Self-Image and Social Presentation

(Perceptions of self, sense of belonging, experiences of discrimination, acceptance by family, peer group and wider society, understanding of the way in which appearance and behaviour are perceived by the outside world and the impression being created)

Based on the above, what are the key needs of the subject?

Based on the above what do you think is the impact/risk for the subject?